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The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

First MLK Day of Service
Students volunteer on MLK Day at an event designed to promote community service while remembering King.
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Training for Ultimate Tryout
Tannor Johnson, a junior, has been selected to try out for a spot on the U-19 Open Junior National Team.
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Volume LV Issue IV — March 2014

LHS students receive awards, advance onto next level at research competitions

■ Andrew Sterne
Kristen Tissera
Staff Writers

Four Lexington High School students, seniors Arman Bilge, William Kuszmaul and David Seong and junior Noah Golowich recently won prestigious awards in national science and math competitions.

Kuszmaul and Seong are finalists in the Intel Science Talent Search competition, while Bilge and Golowich are national winners in the Siemens Competition in Math, Science & Technology.

Bilge won a $50,000 scholarship from the Siemens Foundation, and Golowich shared a $50,000 scholarship with his partner, Kavish Gandhi of Newton North High School.

Bilge won the second place individual award for his project "Bayesian Reconstruction of Coevolutionary Histories," in which he developed a computer program that models the effect of geography on coevolutionary theory. His interest in this field began in his sophomore year, when he did a phylogenetics project under the guidance of Susan Offner, a biology teacher.

"Even though I knew there were existing tools that could consider geography, and there were existing tools that could analyze coevolution, there was nothing doing coevolution and geography at the same time, so I felt that there was room for improvement," said Bilge, who is co-editor-in-chief of The Musket. His passion to improve these tools led him to create his award-winning computer program.

Both Golowich and Kuszmaul submitted math projects and are members of MIT's Program for Research in Mathematics, Engineering and Science, an after-school program connecting high school students with MIT researchers.

Golowich and Gandhi came in second in the team category of the Siemens Competition for their project "Partition Regularity of Linear Homogeneous Equations and Inequalities." Golowich and Gandhi's work was in Ramsey theory, which considers the occurrence of patterns in systems. Their research, which began through PRIMES, worked on proving various results in the field as well as fortifying previously tested results.

Kuszmaul, who has been involved with PRIMES for three years, came up with the idea for his research project, "A New Approach to Enumerating Statistics Modulo *n*," while doodling during a talk at a science convention.

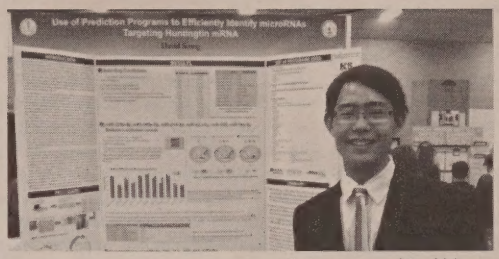

Photo courtesy of David Seong
David Seong, a senior, participated in the Massachusetts State Science and Engineering Fair at MIT in May.

His project introduces a new approach to solving problems in the field of modular enumeration.

Kuszmaul's previous research projects with PRIMES have also won awards; the trick, he said, is "finding [an idea] you like and not worrying if it's useful to the world. If you do a good enough job at anything, it will become useful to the world."

Seong's work, entitled "Novel Use of Mutant Huntingtin Haplotype 3'UTR Sequence to Discover miRNAs Targeting Mutant Huntington Gene Causing Huntington's Disease," assesses microRNA's effects on reducing the symptoms of Huntington's disease. He carried out his research through an internship at a Massachusetts General Hospital lab, and estimated that he worked 40 hours a week on it.

"I think [the project] helped affirm my interest in bioresearch," Seong said, adding that he wants to continue in biotechnology.

In March, Kuszmaul and Seong will continue to compete in the final round of the Intel competition.

Washington, D.C., for tens of thousands of dollars in scholarship money.

Budget surplus results in debate regarding how to allocate funds

■ Soumya Ram
Grace Wu
Staff Writers

On Feb. 11, the School Committee passed Lexington Public Schools budget for the fiscal year 2014-2015.

The next fiscal budget, totaling $86,953,350, is 6.82 percent higher than the current budget because of new improvements and increasing enrollment, according to Margaret Coppe, chair of the School Committee.

"It's really a function of the fact that we have an excellent school system, and people move to Lexington to put their kids in school, and I celebrate that," said Coppe. She said she predicts that enrollment at Lexington High School will continue to increase.

In order to forecast the budget for the year, the per pupil allocation (or money spent per pupil) is calculated. The per pupil allocation, which does not include costs for facilities, is currently $139.20 for elementary school students, $138.71 for middle school students, and $185.05 for high school students.

There is also sufficient money in the budget to add new programs.

"We haven't cut programs since 2007 and 2008, and we are now adding," said Coppe. Among the additions are more math textbooks for the high school, new seats in Commons II, and new staff positions, adding up to more than $1.75 million in school improvements.

Jessica Steigerwald, a member of the School Committee, said, "The additions are possible because the town manager and the finance committee have done such a good job managing the money that we have an increase in our revenue."

The result is a surplus of $657,344 that has been allocated to the stabilization fund. Before the budget was passed, however, there was contention among the committee members on how to use the surplus.

Steigerwald said that she wanted to spend the surplus on landscaping at the high school and student field trips.

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LPS pilots PARCC assessment as replacement for MCAS tests

■ Jungwan Kim
Staff Writer

This spring, Lexington High School will run a pilot program of The Partnership for Assessment of Readiness for College and Careers, intended to be a national-level replacement of the Massachusetts Comprehensive Assessment System.

"The big difference [between MCAS and PARCC] is that the PARCC tests are aligned with something called the Common Core, which are the new state standards for Massachusetts and 45 other states," said Kevin Kelly, head of the math department at LHS.

The Common Core began its development in 2008 and was adopted by Massachusetts in 2011.

"They're going to be testing to a national set of standards, just like our MCAS tests [were] aimed to address our state standards ... the shift is that schools have bought into the Common Core ... that the new test has to test those standards," said Adam Goldberg, associate principal at LHS.

PARCC has received funding from the nation's Race to the Top program, and tests English and Mathematics in various grade levels. At the high school level, "the plan for PARCC is that it would

[PARCC, page 7]

Editorial

Strike a balance with technology

On Jan. 10, the Drama of Social Issues class at Lexington High School put on a performance addressing the impact of technology and social media on human interaction. The show was entertaining and informative, but also sobering in its highlighting of an issue that simultaneously threatens and heightens the way people communicate.

Social media is a double-edged sword, neither objectively good nor bad. One thing is for certain, however: Social media is about connection. Facebookers, Instagrammers, Snapchatters and Tweeters all have the desire to share their lives with others, be it through pictures, videos, posts or hashtags.

This isn't a new phenomenon. People are, by nature, inclined to share. We want to be acknowledged, validated and remembered. But our generation is different from those before: We share more frequently and on a grander scale. Whether this change is for the better depends on the responsible balance of these connections.

Unfortunately, the reality for most people is an imbalance. We want more friends, more likes, more followers, more retweets and mentions. Social media becomes a numbers game, and numbers do not have faces. The average number of friends for teen Facebook users is 425, according to Pew Research. How many of those 425 Facebook friends know that your parents are immigrants, that you want to be an architect and that your sister is battling anorexia? How many of them know what your real friends would know?

With the establishment of the "Facebook friend" comes the loss of what used to define a friendship: an intimate connection. On the surface, it seems that we are connecting with more people, but what really occurs is the forging of shallow relationships that become even shallower with outward expansion.

Beyond this is the physical issue that comes with social networking. How many times have you sat around a table at which everybody is texting or Snapchatting? How many times have you been ignored by someone who is constantly texting another friend?

In these situations, we can be physically adjacent, yet emotionally and socially removed from each other. The more we rely on social media sites to communicate and share our lives, the more we lose the opportunity to deepen existing relationships through face-to-face interaction.

This is not to say social media is the bad guy; our use of it is simply misguided. For every negative consequence our use of social media presents, there is an opportunity to use it beneficially.

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Unsigned editorials reflect the opinion of the majority of the editorial board.

Let's talk about self-segregation

■ Valerie Hsieh
Staff Writer

It's common knowledge that there are a lot of Asians attending Lexington High School. According to the Massachusetts Department of Primary and Secondary Education, during the 2012–2013 school year, compared to the average racial distribution of the Commonwealth of Massachusetts, LHS had nearly 5 times the percentage of Asians (29.3% to the state's 6%), half the percentage of African Americans (4.7% to the state's 8.6%), and a quarter the number of Hispanic students (3.9% to 16.6% in the state). But the race statistics aren't the problem; the integration of those students is.

There is a sharp racial divide at our school. The hallway leading from Commons I to Commons II acts as a neutral zone connecting one world to a distinct second universe, a barrier many — if not all — LHS students have experienced. As a transfer student, I was introduced to Commons I as the "loud, raunchy, 'white' commons" and Commons II as the "quiet commons ... because there are so many Asians." Students joke about this, thinking it's funny that they're all grouped together with their own race into one crowd. Even teachers laugh at the matter, chuckling to themselves — saying things like "Oh, that is so true" — when I answer that the only difference between

[SEGREGATION, page 6]

Comic by Anna Rodman

Effectiveness of dryers depends on students

■ Alana Kepler
Sarah Zhang
Staff Writer

There's no doubt that global warming is becoming an increasing threat to our environment and our world. In response, Lexington High School's Global Warming Action Coalition has, among other things, put signs on paper towel dispensers reminding students to "just use one." Thankfully, GWAC's concerns for mass tree destruction are finally being addressed with the recent installation of hand dryers.

The paper towel dispensers in the main building bathrooms have been replaced with the Comac Corporation's Blast hand dryers, which are cheaper than and use one-sixth of the energy a dispenser uses. But the real question is this: Will the new dryers actually be effective?

The answer is yes; we are high schoolers mature enough to deal with changes and understand the basics of environmental endangerment.

While electric hand dryers last for years, paper towels require not only paper, but fuel for shipping. So there are multiple drawbacks: more trees are cut down while more carbon dioxide is released into the atmosphere.

While the environmental aspect plays a huge factor,

[ENVIRONMENT, page 7]

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Students volunteer at first annual Day of Service to honor King's contributions

■ Colin Cantwell
Mandy Quan
Staff Writers

In memory of Martin Luther King Jr., Lexington hosted its first annual MLK Day of Service on Monday, Jan. 20.

Instead of commemorating this holiday with historical presentations of King's work, as the town has done for the last 20 years, Lexington CommUNITY, led by Lexington resident Sam Zales, decided to bring town members together to do community service in honor of King.

"What Martin Luther King symbolizes is equality and freedom and justice for everybody in the world, and so [MLK day of service is] just a lot about compassion and caring for others," said Andrea Mael, a junior at Lexington High School who volunteered at the event.

The day started off with the traditional Unity Walk from the Battle Green to the Isaac Harris Cary Memorial Building. Soon after, volunteers were split into groups to engage in a variety of activities.

Staff photo by Alice Li

Juniors Sarah Hahn-Dupont and Gillian Goolkasian, members of the National Honors Society, help a girl make a Valentine's Day card that will be donated to veterans and disabled youths.

These activities included a community day at the YMCA of Waltham for homeless and low-income families, lunch with seniors at various senior villages, Valentine's day card-making for veterans, the homeless, and hospitalized citizens and the collection of donations to COMPASS For Kids, a charity to give help to under-served children.

Jack Fucci, a Lexington resident and Executive Director of the YMCA of Waltham, had previously proposed opening the facilities at the Y to homeless families in the area.

"We want them to have a fun, carefree day," said Fucci. Around 150–200 people participated in several activities, including swimming, Zumba, crafts, rock climbing, face painting, basketball and table tennis.

Many staff members and Lexington residents like Kevin Gillis, father of two LHS students, were highly involved in organizing and planning events.

Gillis organized transportation to the Y, contacting C&W bus services to transport homeless families staying at hotels back and forth.

In addition, members of Lexington High School's National Honor Society aided in the community service.

One of these participants, Vanessa Savage, a junior and NHS volunteer, said, "I collected food and toiletries going to needy families and I handed out brochures about MLK Day. It was really fun

[MLK, page 7]

Delay of iPad distribution creates time for training, updates to infrastructure

■ Michelle Chong
Mark Cui
Staff Writers

Lexington High School has delayed the distribution of iPads to every student, initially set for this September, for an additional year. For now, the school will focus on updating its technological infrastructure and training teachers.

Assistant Principal Adam Goldberg said the delay was necessary to "minimize all the possible errors that could occur so that [the program] is positive and successful for everybody."

The delay was caused in part by issues such as connecting iPads to the school network. The school also wanted to educate teachers and encourage students to responsibly use devices. In order to address these concerns, the school hopes to expand its network and server abilities, prevent lost Internet connections, set up training sessions for teachers and promote a positive culture for students.

The iPad pilot has been put off for a year, but "if need be it could be put off longer," said Goldberg. "We will deal [with it] one year at a time."

Goldberg said that the school chose iPads, rather than another technical product such as the Macbook Air, because of the device's versatility.

"The research that our district has done suggests that the creative potential for producing and curating your own material on the iPad and the collaborative nature on the iPad and the user interface of the iPad meets the needs of most," said Goldberg.

However, a drawback of this initiative is the high cost of the devices. Delaying the arrival of the iPads will only increase the costs, as additional money is spent to train the teachers and improve the school's technology.

"I think the cost for the hardware itself is in the $250,000 range," said Goldberg. "But there are other costs associated with bringing this in: expansion to the network, time to train teachers, time to gather more materials."

However, Goldberg said he believes that despite the high initial costs, the money spent on the iPad initiative will eventually offset future costs associated with textbooks, which can run up to $200,000

[IPAD, page 7]

Quiz Bowl team defeats, 820-300, Dover-Sherborn

■ Serena Hajjar
Evaline Han
Staff Writers

On Saturday, Jan. 25, Lexington High School's Quiz Bowl team competed against Dover-Sherborn in the fifth season of the WGBH's High School Quiz Show.

LHS fielded a team composed of freshman Colin Cantwell, and seniors David Yuan, David Herrera and Aren Torikian. The team was accompanied by two alternates, juniors Liam Hefferman and Arjun Sarathy and its two coaches, Kari Darling and William Cole.

The tournament is an academic team competition open to all students enrolled in Massachusetts' public high schools. It was taped and broadcasted by WGBH and sponsored by the Massachusetts Department of Elementary and Secondary Education.

Several LHS students attended the competition and said that they were confident in LHS's team. Aaron Brosnan and Alexander Moschella, both seniors and friends of Herrera, were on site to support the team with signs, LHS school apparel and cheers. Cantwell's parents were present as well.

LHS gave a strong showing from the beginning to the end, finishing with 820 points to Dover-Sherborn's 300.

"It was really a team effort," Herrera said.

Aren Torikian, co-captain with David Yuan, said the team gave a solid performance. "[Dover-Sherborn] beat us on the buzzer a couple of times, so that was disappointing. We'll have to work on that for next time," he added.

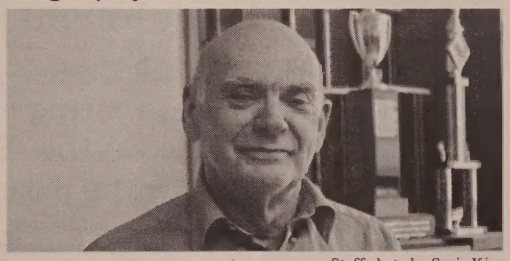
Torikian said that buzzing in quickly is one of the skills the team strives to hone during its practice sessions on Tuesdays after school.

"Mr. Cole has buzzers, and we go through old episodes of the Quiz Bowl and buzz in while we're listening … If someone buzzes early — before the question has been

[QUIZ BOWL, page 7]

Kollen to publish biography of the Rev. Jonas Clarke

■ Anisa Haque
Andrea Michelson
Staff Writers



Staff photo by Susie Kim

Lexington Historical Society historian and social studies teacher, Richard Kollen, is in the later stages of writing a biography of the Rev. Jonas Clarke.

Richard Kollen, a social studies teacher of 20 years, has published four books, three of which are on the history of Lexington, and is currently working on his fifth.

This fifth book documents the life of Jonas Clarke, whom Kollen called "probably the most important political figure in Lexington's history." Kollen said that his upcoming book will differ slightly from his previous ones because it is a biography rather than a historical compilation, and "will include a lot of speculative writing."

Kollen, a North Andover native, was inspired to begin his writing career while teaching in Lexington. He has taught a variety of classes at LHS, including U.S. Politics and Government, AP and Level 1 U.S. History, and On the South, a class that focused on the history of the American South. He is best known in the community, however, for teaching courses on Lexington's history through Lexington Community Education's adult classes.

Courses such as the Lexington history research and writing course, which used to be available to LHS seniors, created an opportunity for both Kollen and his students to explore the town's past.

"Images of America: Lexington," Kollen's first book, is a product of this course and features a compilation of photographs that he worked on with his students in 2001.

"I saw gaps," said Kollen on his motivation to write about Lexington, "and the town really needs a history." His dedication and enthusiasm for the town produced two more books in 2004 and 2006.

His second book, "Lexington: From Liberty's Birthplace to Progressive Suburb," is a history of Lexington's development as a town. His third, "Lexington, Massachusetts: Treasures from Historical Archives," analyzes 12 Lexington primary source documents.

Kollen's co-workers, some of whom have taken his courses and read his books, appreciate his wealth of historical knowledge.

"His writing flowed so

[KOLLEN, page 7]

Two Lexington groups compete at annual Wyvern Invitational A Cappella Festival

■ Prasuna Cheruku
Cathy Ouyang
Staff Writers

On Saturday, Jan. 11, two Lexington High School a cappella groups, Guacamole and Pitchpipes, participated at the sixth annual Wyvern Invitational A Cappella Festival in West Hartford, Conn.

The festival is the nation's largest high school a cappella competition, and Pitchpipes went on to win first place for the whole competition while Guacamole won first in their category.

Pitchpipes and Guacamole, Lexington High School's oldest male and female student-run a cappella groups, respectively, were invited by Marcos Carreras, creator and director of the festival, after he visited LHS and listened to the two groups.

"My uncle is the director of music at Kingswood Oxford School, the school where the competition takes place, and he invited my a cappella group, [Guacamole], as well as Pitchpipes to the [Wyvern] competition," said Caroline Carreras, a junior and one of the leaders of Guacamole.

Twelve to 15 groups were invited to the festival. After the initial invitation, groups were asked to perform in two rounds in three different categories — girls', boys', and mixed groups — with judges awarding points for various aspects of the groups' performances, such as quality of music, voice arrangement and choreography.

"Last year, supposedly we heard that we got second ... because we didn't have the choreography," said Brendon Daugherty, another junior and a member of Pitchpipes.

In preparation for major performances like at Wyvern, both Pitchpipes and Guacamole prepare extensive original arrangements of many new songs.

"We arrange ourselves nine songs each year," said Charles Coburn, a junior and one of the leaders of Pitchpipes.

Lots of work is required to create and execute arrangements that are both original and appealing. Yet both groups believe that having fun is the key to success.

"It's supposed to be something natural and fun," said Daugherty. "It's never something too elaborate. It can be cool ... it's part of having fun with the song."

At the competition, Guacamole sang "Son of a Gun" by Janet Jackson, arranged by Carreras, and a mashup of "Brave" by Sara Bareilles and "Roar" by Katy Perry, arranged by Maya Feyzo-Pearlman, Elise Counsell and Carreras. Pitchpipes sang "Did You Get My Message?" by Jason Mraz and a medley of songs by Coldplay, both arranged by Pitchpipes alumus Connor Ross.

Courtesy of Helene Mayer

One of the LHS a cappella groups, Pitchpipes, won Best Overall A Cappella Group at the Wyvern International A Cappella Festival in Connecticut.

Despite the hard work put into creating high level music, both groups were still shocked that they did so well.

"We were amazed that we won ... there were a lot of really talented groups," said Coburn.

Guacamole and Pitchpipes both credited their success to the strong camaraderie they developed through all their hard work. Both groups hold rehearsals twice a week for two hours each, with additional practicing done outside of the rehearsals.

Their hard work would not be possible, however, if not for their chemistry and pure love for music.

"We all like each other," said Daugherty. "We're all friends; we all get along. And we put in a lot of effort and work to learning our songs."

Carreras shares similar sentiments. "I think that it's the love for music that makes things work," she said. "[Everyone] is so dedicated to learning and working on pieces ... because of this I think we all come prepared and are able to buckle down and get work done."

Both groups still have lots of work ahead despite their success at WIAF. For the next a cappella Jam, Guacamole is in the process of preparing a Hilary Duff medley, while Pitchpipes is planning to perform a Justin Timberlake medley.

"[Even though WIAF was successful], we're in the process of perfecting our pieces for the next Jam," said Carreras.

Even with no time to relax after their success at WIAF, the groups' love for music prevails and motivates them to keep working.

"We want to just keep doing what we're doing ... keep the quality of the music up, keep the quality of the group up," said Coburn. "And [most of all], have a lot of fun making music. That's what it's all about."

collegebored

Playing the waiting game: focus on the present, not the past

■ Alison Cameron
Columnist

By now, every prospective student for the class of 2018 has finished his or her applications. People have been admitted to their early decision and early action schools, and hopefully are finally finding time to do something besides schoolwork and college-related obligations. It's easy to finally let go of the stress that has been hanging over our heads since the beginning of August, but there is still that nagging feeling in the back of many of our heads.

Even though applications are done and there's a feeling that grades don't matter as much anymore, it can still be stressful not knowing where you're going in the fall if you haven't already been admitted anywhere early. Seeing fellow classmates get into the schools of their dreams next year can be aggravating, especially if you didn't get into your school early. However, it is important to focus not on what is coming in late March, but on what is in the present.

I got into two schools by the middle of December that I was really happy with, but it hasn't eased the feeling of uncertainty of where I am going to go next year. I applied to my top choice school regular decision, and waiting for the result has been torturous.

I hear of my other friends already buying college sweatshirts and complaining about annoying people in the college Facebook groups. I'm still waiting to finalize all of that for myself in April. I distract myself by living the sec-

[COLLEGEBORED, page 7]

DSI course discusses, explores social issues through student-developed performances

■ Christine Kim
Anar Kansara
Staff Writers

Drama of Social Issues is a drama course at the high school taught by Jillian Singer that allows students to create a performance at the end of every quarter, sharing out their views on social issues to their peers.

On her website, Singer describes the class as a course in which "students will explore various social issues that affect our lives and the community/world in which we live."

Past performances have covered topics such as eating disorders, the economy and the effect of technology on teenagers.

Working throughout the whole semester to prepare for these performances, students have the freedom to create ideas, practice and critique as a class with Singer's help.

"I think my favorite part is in the beginning, when students start to think of what to go with. It's exciting because there are so many directions you can go in," said Singer.

The initial process is very student-oriented: students brainstorm numerous ideas which are later narrowed down to a select few.

"It's kind of like the shotgun effect: get as many skits out as possible and vote on what we really liked; that way we get the good ideas," said William Kuszmaul, a senior who is currently taking DSI for the second time.

Kuszmaul said that DSI is his favorite drama course because, regardless of strengths, everyone works hard to create a good show, making the class feel closely bonded.

The purpose of the skits differentiates this drama course from others, as students research issues and strive to show their point of view to the student body in a new and sometimes comedic way.

"For me, watching the show always gives me something to keep in the back of my mind. For people making the show, there's an effect for sure," said Kuszmaul. "A lot of times when you have people giving you messages about issues, it's always adults, so it's nice to give the chance to peers to give their two cents on an issue."

The class is specially designed to get students thinking about various issues that apply to a very large audience and to raise awareness about them. Unlike other drama classes, DSI puts on a public performance at the end each quarter to showcase their skits in a unique structured improvisational format.

Singer describes her students as passionate about the issues they discuss and dedicated to their performances.

DSI addresses issues of all sizes and topics and is open for anyone to participate in, giving students the chance to bring about awareness among our community here at LHS and potentially beyond.

Staff photo by Alfredo Murillo

Zachary Zola, a senior and trombonist, rehearses Self-Potrait in Three Colors by Charles Mingus with the LHS Jazz Ensemble.

Student musicians celebrate the music of Charles Mingus

■ **Ashvin Antony**
Daniel Kim
Staff Writers

Sixteen students from Lexington High School's Jazz Ensemble and Jazz Combo travelled to New York on Feb. 14-17 to take part in the Charles Mingus High School Competition and Festival weekend.

Although neither group won, sophomores Hersh Gupta and Sean Kim and juniors Noah Harrington and Akshay Delity were named Outstanding Soloists.

Andrew Held, the director of the Jazz Ensemble and Jazz Combo, described the competition through an email: "This competition features solely the music of Charles Mingus, who was one of the greatest band composers, band leaders and bass players the jazz world has ever known."

This year's show included a showcase of student jams, a day of instrumental workshops exploring the music of Charles Mingus, three nights of performances and a competition that displayed young artists' talents.

Getting to this stage was not easy, wrote Held in an email. "We have rehearsed every Monday and Thursday night on this music since September," he wrote. "Each rehearsal is divided into 90 minutes for the full band, and two 45-minute sectionals for a total of 6 hours of rehearsal per week. In addition to this, each student practices his/her instrument 30-60 min. daily on average."

Group members also recorded themselves playing so they could listen and determine what they could enhance about their performance.

Ever since the Mingus Competition began, at least one LHS group has been selected to compete each year. Two years ago, LHS took first place in both the Big Band and Combo categories.

Held wrote, "The fact that our jazz groups have consistently done so well is testament to the superlative jazz culture that [Jeffrey] Leonard has built at LHS in the last two plus decades."

The groups were judged on the spirit, style and energy of their performances, as well as technical aspects such as rhythm, dynamics and interpretation.

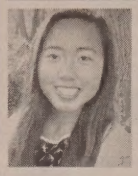
Before the competition, Alec Mukamal, a senior and baritone saxophone player in the Jazz Ensemble, said that he was extremely excited to perform at the festival as it was an "opportunity to perform, get judged by some of the best jazz musicians on our performance, watch other talented groups and be immersed in music."

Harrington, a bass player who is a part of Jazz Ensemble and Combo, said that he is passionate about jazz, as are all the members of these two groups. He said that he believes Mingus "was one of the most prolific composers of all time, whose music [was] pivotal in jazz."

Mukamal and Harrington both said that they believe Mingus's music is legendary because of the improvisational and experimental nature of its creation, as well as the emotions and feelings that it evokes. Mukamal said that it was more important for the jazz groups' music to be unique than to be technically flawless.

Pop Culture: Break your usual routines to avoid restlessness

■ **Becca Xu**
Columnist



New York City is everything one would expect it to be: messy, chaotic, cultured, thriving, diverse, self-absorbed, overrated and way too cool for you. You will never feel a stronger hatred for the city than when you are trying to lug a suitcase around on the subway during rush hour.

On the other hand, like (most of) you, I live in Lexington. It is everything one would expect an affluent suburb to be: quaint, monotonous, comfortable, predictable, quasi-progressive, repressive, community-oriented, overrated and not nearly cool enough for you. You will never hate a place more than when you finally get your driver's license and realize that there is still absolutely nothing to do here.

Lexington is the very definition of the suburban bubble. I bet if you looked up the word "suburbia," there would be a picture of the Lexington town sign next to it. Pop culture tends to view the suburbs with a mixture of pity but understanding ("Suburgatory," anyone?). Everybody has heard of the archetypal teen who wants nothing more than to "get out of here." Maybe you are that kid. The suburbs are a pop culture social construct: a phenomenon that exists only because people agree to behave as if the stereotype actually exists. It is well known that the modern-day suburbs are not the utopia that 1940s America dreamed them up to be. Yet despite the disillusionment and dissatisfaction, there is no shortage of people migrating into the suburbs.

Then there are the "big cities," perhaps the most of notorious of which is New York City. The cities are places to which people move in pursuit of culture, fame, happiness, experience, fun, dreams, love, or whatever else Hollywood tells you that you can miraculously find there. Again, yet another pop culture social construct. Cities are places that are FUN FUN FUN until suddenly they're not because you are mucho in debt and/or about to be kicked out of school for never showing up and failing all your classes and/or have picked up a drug habit and alcohol dependency (not that those things can't happen in the suburbs). If you move to a city solely for the reason that pop culture deems them so fun, prepare to be dissatisfied.

I hope I don't come off as too pessimistic, but I guess what I want to say is that the grass is always greener on the other side. This column seemingly started as a rant on suburbs and cities, but what I am trying to say is yes, I get it. I get the restlessness and pent-up energy that you have now that it's second semester and summer is looming on the horizon. No matter where you are, you are bound to feel the same dissatisfaction. Life is never as fun as pop culture portrays it as, and one of the biggest pieces it tends to gloss over is just the monotony that is bound to occur. If it is what you see, hear and do everyday, then no matter what it is you are seeing, hearing and doing, it is bound to get boring. Routines are boring, al-

[POP CULTURE, page 7]

Community Service: Wong-Labow, Luo conduct survey, assess stress levels

■ **Katie Chen**
Matthew Weiss
Staff Writers

On Jan. 15-17, a survey was given to all Lexington High School juniors during their last health class of the semester.

This survey, which used slightly modified questions from the biennial Youth Risk Behavior Survey that students took last year, was designed to find out more about stress levels in high school students.

Created by juniors Serena Luo and Charlotte Wong-Labow, the survey was intended to pinpoint "stressors," or causes of stress, such as academics and social relationships, in order to lower the general stress level of students.

"For a lot of students, it's not just school work," said Jennifer Wolfrum, a health teacher at LHS. "It's balancing everything: athletics and social life."

Another goal of the survey was to alert parents to the high stress levels present at LHS.

"A lot of parents think, 'My kid can talk to me,' but they don't really get the whole story," said Wong-Labow. "Lexington promotes independence and strength, so a lot of students feel it's a sign of weakness to say, 'I think I do need help.'"

The original idea for the survey stemmed from an organization called the Asian Mental Health Initiative. It is affiliated with Lexington Youth Family Services, a non-profit organization that provides free, confidential help to Lexington youth and their families.

Luo originally joined the committee at the suggestion of her mother, but stayed for personal reasons.

"Once I realized this was actually important and was relevant to me and my friends, I realized that I really did want to help and kept going," said Luo. Luo later introduced Wong-Labow to the organization.

In addition to giving the survey to the junior health classes, Wong-Labow and Luo said they hope to also have the freshmen health classes take the survey and compare junior stress levels to freshmen stress levels.

Although the ultimate goal is to reduce stress levels for all students, reform is difficult and unlikely to come soon.

"Lexington is an environment that I don't think is going to change quickly," said Wong-Labow. "I think it's too late for those in high school already."

Luo said that the idea is to start advocating for lower stress levels at the middle school level and to reach out to parents early on.

Wong-Labow and Luo said they hope that their data can help make high schoolers' lives more manageable.

Top 3 sledding locations

as determined by an online vote on The Musket Facebook page

(1) Hayden

Staff photo by Claudia Sun

(2) Tower Park

Staff photo by Sherry Ye

(3) Hastings Park

Staff photo by Claudia Sun

IMPACT of SNOW DAYS

"I think that when considering the number of snow days we get, [it should be noted] that not all teachers live in Lexington so not a lot of them can make it to school on time to even teach the classes."
— Mia Previte, senior

"Snow days I dislike. I look forward to learning and I would march miles in the snow if I have to, just so I can go to school. Why rob me of my education for snow?"
— Leandena Dankese, freshman

"Dr. Ash is the only Massachusetts superintendent who knows what he's doing with snow days."
— Ryan Blau, junior

"They're awesome!"
— Noel Qiao, sophomore

"I have a big problem with the fact that snow days are sometimes called for the METCO students and not for the rest of the students at the school. They should have an equal opportunity to come to school."
— Erin Hanson, senior

"We [AP teachers] are not super big fans of snow days. It's obviously not ideal because the AP exam is in May. If it was a normal final exam, you move it up. If we lose a day, we have to make up the material ... to be there by exam. But, I do like sledding."
— Larry David, history teacher

JOHNSON - PAGE 8

selected to attend the tryouts, and one of just 11 Massachusetts athletes chosen.

Johnson said that any frisbee player, male or female, can send in an application for the U-19 Open Junior National Team. On the application, the athlete must describe his or her experience playing ltimate frisbee. Johnson has been playing for three years and has won the Northeastern High School Championships with the LHS Ultimate team and the USA Ultimate Youth Club Championships with his summer team.

Arjun Khandelwal, a junior and LHS teammate, said, "I'm thrilled for Tannor. He definitely deserved it, especially after all his hard work and dedication."

Johnson will have the opportunity to showcase his athleticism at the tryouts.

Larry David, coach of the LHS ultimate team, said, "[Johnson is] one of the few people I've seen in my life that routinely comes up with catches that in no way, shape or form you should be able to catch."

Johnson has begun training for the tryouts by working out on a regular basis, including doing long-distance running and sprints. He also has been practicing with the Massachusetts Institute of Technology ultimate frisbee team in order to prepare. Johnson said his training is geared specifically toward preparing for what will occur in the tryouts.

The tryouts are intended "mostly just to see how fit we are and our capability of throwing the disc, so they have time intervals and 70-meter sprints because that's the full length of the field," he said.

Only 22 out of the 100 participants at the tryouts will be selected for the team, and Johnson will be going up against elite college and high school players.

"[I will] cross my fingers and hope for the best," said David. "He's a very special player, and we are very lucky to have him at Lexington."

Those who make the final cut for the U19 team will have a week-long training camp in Paideia, Ga., where the team will be practicing and going over strategy every day. The team will then travel to Italy to participate in the 2014 World Junior Ultimate Championships.

THANK YOU

to our generous donors for supporting the Musket. We couldn't do it without you!

- **Jeanne Lin**
- **Bhavani Tirupati**
- **Lorraine Bennett**

Note: We apologize if you donated and your name is not on our list. Please send an email to musketnews@gmail.com

SEGREGATION - PAGE 2

LHS and my old high school is the radically large number of Asians in the school.

But is this really a laughing matter?

In our schools, it's an unspoken rule to avoid significant discussion of the topic. Don't talk about race — even if it's obvious, even if it's something that everyone is already thinking about — because you could inadvertently offend someone. I disagree. If we want to resolve the lack of integration in the school, the first step is to confront it, to acknowledge that the racial divide is a problem and figure out a solution.

Part of the Lexington Public Schools' proposed mission statements is "[h]onoring diversity in an inclusive culture [to] ... achieve equity and excellence for all students." Sure, statistically, LHS is the epitome of diversity. But what about integration? What happened to saying "hello" to a stranger, then hitting it off immediately, regardless of skin color? Students start forming friendships and making decisions based on social expectations and physical appearances.

According to Beverly Daniel Tatum's book "Why Are All the Black Kids Sitting Together In The Cafeteria?", the problem of internalized oppression is an issue we all bear responsibility for. Internalized oppression is essentially oppression brought on by the inadvertent stereotyping of society, which results in negative self-perception.

The LPS administration acknowledges internalized oppression as a cause for concern. In a January 2008 report to Dr. Ash on the achievement gap in the LPS, numerous classroom policies were suggested to "contribute to improving achievement for all students, but even more so for African American and Hispanic Students, who may have internalized the insidious societal message that low achievement indicates low ability." Beyond students of a particular race feeling confined to their cultural stereotypes, students who don't conform to their stereotypes tend to feel left out or are judged by their peers for not belonging to the norm.

On the other hand, people might say that as developing adults, high school students are bound to struggle with their own personal identities ("going through phases" is what they call it), and that we tend to feel more comfortable with people that we're more similar to, both physically and culturally. But cultural assimilation becomes a problem when we jokingly acknowledge the fact that there's segregation and fail to act.

So what can we do? There is no way to force two people of a different race to interact with each other without infringing on personal rights or making things very awkward. Instead, why not focus on something simpler? Why don't we just start ... talking about it? If teachers initiate the conversation, we can make Lexington High School a place where discussions about race can happen openly and without judgment, and it will be much easier to ask questions and discuss the influence of race on our everyday decisions.

The point isn't that everyone in LHS should be colorblind, or that Asians shouldn't be sitting with other Asians in Commons II. But for a place where racial desegregation has ostensibly been achieved, our school is decidedly self-segregated. Life begins when you exit your comfort zone; the least you can do is sit in the other commons today.

CIARLETTA - PAGE 8

focused environment. When playing for Ciarletta, "it is very clear when to laugh and when to be serious," Chin said.

The team's main struggle this season, according to Ciarletta, has been putting together a complete game.

"We don't show up first period but we show up second or third, but by then it's too late," she said.

However, win or lose, the girls on the team are very close.

"On a hockey team you play for the person next to you in the locker room," said Ciarletta. "We're a big family."

BUDGET - PAGE 1

Currently, field trips related to the curriculum may be funded in their respective departments, said Mary Ellen Dunn, assistant superintendent for finance and business operations. However, international and out-of-state field trips are optional and thus self-funded by students.

Coppe did not feel the need to immediately spend the surplus. She said that there had been some confusion over how the surplus money could be spent. Prior to the budget's approval, she said, "The town manager and Board of Selectmen recommend that we take the [surplus] money and put [it] into stabilization fund for capital expenses coming up." In the end, the School Committee voted to follow this recommendation.

The capital expenses that could be funded by the surplus money include the construction of the new Maria Hastings Elementary School building and installment of new modular classrooms at LHS.

Some teachers, such as Erin Barrett, a history teacher at LHS, spoke at committee meetings about their desire to use the budget surplus to reduce their class load from five to four. This is estimated to cost approximately one million dollars.

"We would like the superintendent to take look at teachers and class sizes at high school and see what's possible for a reasonable amount of money," Coppe said.

Coppe expressed a desire for the restoration of elementary foreign language, but she estimates that this would cost $300,000 to $400,000. However, most denied budget requests are gradually incorporated into future budgets.

The process begins in the fall with requests from parents, school staff and principals, who fill out forms justifying their requests to the superintendent. "By Christmas," Coppe said, "the superintendent has put together a budget handbook. Then he meets with [the] town manager."

The superintendent presents his recommended version of the budget to the School Committee, which makes the final edits. "All deliberation [between School Committee members] takes place in public, and there is no contact between meeting members, as this undermines transparency," said Steigerwald.

Finally, the School Committee votes to approve the proposed budget, which is then made available to the public.

PARCC- PAGE 1

be taken by ninth, 10th and 11th graders, and there are two tests each year. There's a performance based assessment and there's an end of year test. Students will have PBAs and EOYs in both English and Math," said Kelly

The pilot year for PARCC is 2013-2014. For the field test at LHS this spring, "some ninth and 11th graders have been randomly chosen, about 65 ninth graders and 45 11th graders," said Kelly. The field test and PARCC itself will be administered electronically, one of the main changes from MCAS.

"LHS is an electronic school, so it is affecting six total sections of English and math, which comes out to be 150 kids," said Goldberg.

Although PARCC's official schedule says that the test will be fully implemented in the 2014-15 school year, the process of testing students under PARCC is slow. Massachusetts cannot easily eliminate MCAS testing because it is a current standard for high school graduation.

"MCAS [is] required for graduation. PARCC has not built in the series of makeup opportunities that MCAS has. I don't imagine it being a full scale conversion for several years," said Goldberg.

PARCC will be administered by Goldberg, Kelly and Principal Laura Lasa. Aspects of PARCC remain uncertain because it is not as thoroughly developed as MCAS, but most remain hopeful of its success.

"They're still developing it, so it's too early to have [an] opinion on whether the test is good, but I do think the standards it's designed for are excellent curriculum standards, the best ones that we've ever been working from," said Kelly.

COLLEGEBORED - PAGE 4

ond semester senior life: going out on weekdays, leaving my backpack in the car, marathoning "Lost" in the afternoon and overall just avoiding any sort of obligation altogether. It has helped my anxiety over my future, although it may not be the most productive behavior. Even though nothing is finalized yet, I (and probably all other seniors) am heading into a major senior slump and not fighting it.

EDITORIAL - PAGE 2

One of the skits in the DSI show was a fictional story about a girl with a rare disease. She was isolated in her illness, until she heard of a girl living halfway across the world with the same disease. She began to Skype with her and they formed a close bond over their shared experiences — something they never would have been able to do without the Internet.

In addition, social media sites can be an excellent academic resource. Facebook groups based on school classes promote collaboration among students and encourage responsibility outside of the classroom.

Beyond these small groups, Facebook can also bring together larger groups that span countries and even entire regions. The uprisings of the Arab Spring were largely possible because of social media's ability to rapidly transmit information and sway public opinion. Social media can literally be revolutionary: It has the power to bring social and political change.

Ultimately, social media is what we make of it. It's easy to cast the creators of Facebook or Instagram as the enemy. It's harder to accept that we must take responsibility for the consequences of our social media dependency.

The first step in bringing about a solution to any issue is recognition. The second is a call to action. Recognize when connecting via social media means ignoring the people around you; know who your friends are, and don't sacrifice deep relationships for shallow ones. Use social media for exchanging ideas instead of exchanging pokes. Organize: be an activist. You have the power to create balance in your own life. You have the power to take part in this revolution.

ENVIRONMENT - PAGE 2

dryers are also more sanitary than paper towel dispensers.

Steve Martin, a custodian, said, "When people need to get paper towels, they have to turn the knob at the side of the paper towel dispenser. The knob could be covered in all sorts of germs." The dryers are automatic and thus require no hand contact.

Donald Johnson, the campus facilities manager, said that hand dryers dramatically improve the appearance of bathrooms. They reduce the clutter caused by paper towels, lending LHS's bathrooms a new air of cleanliness.

While there are numerous benefits that come with the installation of the hand dryers, some people still prefer the old paper towels.

Noah Michelson, a junior, deemed the hand dryers "obnoxious," and wondered how one would clean up classroom spills with dryers.

"You can't achieve the same thing with dryers," Michelson said. "They're a single-purpose object."

Moreover, wiping your hands with a paper towel may be the simplest action to take when you're in a hurry, while using a hand dryer takes extra time. In these instances, however, it's worth a few minutes to use the new dryers to help the environment.

Although there are a few minor drawbacks to the use of hand dryers, the overall effect is undoubtedly positive. But to make a difference, it is up to the population of LHS to use these new installments.

MLK - PAGE 3

and a great way to remember Martin Luther King."

The activities were a great success, said Zales, who estimated that all the events of the Day of Service helped about 1,000 people.

"Everyone did a little bit, but it made an overall big difference," said NHS member Emily Tan, a junior, who helped to make Valentine's day cards for veterans.

Although most LHS students felt that the event was a success, some thought the full potential of the event was not reached.

"This year there wasn't a ton of awareness about what was going on," said Savage. "There was a good amount of people, but there could have been a lot more. If it was more publicized and more people from Lexington High and other schools got involved in it, it could be an incredible event."

KOLLEN - PAGE 3

well; it read like a story," said Shane Wilson, a fellow history teacher, about Kollen's second book. "He knows his stuff and there's a sense of humor that comes with it."

Wilson also spoke to Kollen's ability to balance teaching and writing.

"He's the 'dean' of the social studies teachers — someone who we all look to on matters of pedagogy and content," said Wilson of his ten-year colleague and friend. "As a department, we are very lucky to have him here."

QUIZ BOWL - PAGE 3

read completely — we see if we know the answer with that much information," Torikian said.

As a teacher adviser, Darling said that she and Cole supervise the kids during their practices and the competitions at the studio at WGBH.

"I think it's really nice to have the opportunity for the kids to, first of all, show off their knowledge, and I think it's a great extracurricular activity for them. For me personally, I've really enjoyed getting to know my students outside of the classroom," she said.

In all, the team believes that they performed well this season.

Torikian said, "We did pretty well. It could've been better, could've been worse, but we're pretty happy with how we did."

Darling also expressed similar sentiments.

"I'm very, very proud of them," she said. "They've done an excellent job."

IPAD - PAGE 3

per department.

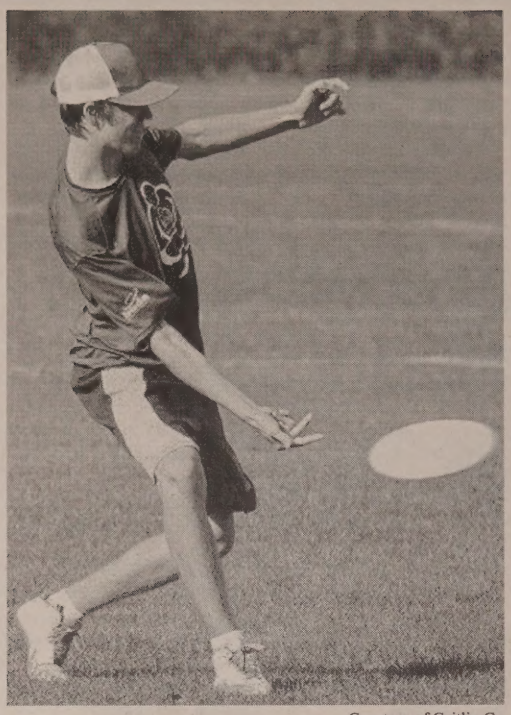
Some teachers have positively received the iPad pilot and the opportunities it will provide.

Foreign language teacher Rina Farber-Mazor said she looks forward to the implementation of the freshman pilot program and hopes it will be expanded to other grades soon. As most foreign language classes are mixed in terms of grade level, teaching with the iPads would be limited until every student is equipped with one, said Farber-Mazor.

As the iPad program is in its preliminary stages, the school administration remains open to feedback and suggestions.

POP CULTURE - PAGE 5

beit to a certain degree inescapable. You are always going to want to strive for the new and exciting, but what will you do when that life becomes a routine? Will you go looking for the next new, exciting thing? Will you eventually find yourself doing what you originally did, because it is now the thing that is different from your usual routine? This semester, I dare you to try something you have never done before. Shake up your routine a little bit. I also dare you to rediscover something you used to love. Maybe now it will seem extraordinary and different.



Courtesy of Caitlin Go

Tannor Johnson, a junior and captain of the Lexington High School ultimate frisbee team, played for the Boston Ultimate Disc Alliance Mixed Division team over the summer.

Johnson selected to attend tryouts for national-level Ultimate team

Bharath Chari
Justin Kim
Staff Writers

Tannor Johnson, a junior at Lexington High School, was selected to try out for the U-19 Open Junior National Team in Seattle, Washington from March 22-23. The team will play in the World Junior Ultimate Championships in Italy this summer against other nations such as Canada and Japan.

"It was a huge accomplishment [to be accepted] because a lot of people have been telling me to send in an application, and to actually get the acceptance is amazing," Johnson said.

Out of 1,000 applicants, Johnson was one of just 100

[JOHNSON, page 6]

From the Sidelines: Ciarletta upholds high standards despite larger girls' varsity hockey team

Lizzie Case
Jackie Kong
Staff Writers

Although the Lexington High School girls' hockey program is smaller than it's ever been, varsity coach Amanda Ciarletta still has high aspirations.

Growing up, Ciarletta played hockey in Woburn, Mass., on Matignon High School's varsity team, and in college for UMass Boston. Now, she is a gym teacher at LHS and, in addition to coaching the girls' junior varsity softball team, has coached the girls' varsity hockey team for four years.

The team struggled out of the gate this season, opening with a 2-8-1 record, but Ciarletta said she still has lofty goals for her players.

"I want my kids to describe me as a hard coach with high expectations," she said. "A lot of people judge success based on wins and losses, but for me, success is when players come back year after year and improve in maturity and in skill."

When looking for hockey players, Ciarletta said she values hard workers with a selfless mentality.

"Hockey players have grit and toughness," she said. "I ... push them and eventually, they also realize there are benefits."

Staff photo by Chao Zheng Li

Amanda Ciarletta, coach of the girls' varsity hockey team, talks about the Golden Warrior drill with Kenna McLaughlin, a freshman and member of the team.

The girls' hockey program has shrunk considerably at LHS, and this year, for the first time, there is only one team. With twenty players, "not everybody plays as much as they want to," said Ciarletta. This creates a competitive atmosphere at practices, as Ciarletta's athletes must perform well to earn playing time.

Another major difficulty, according to Ciarletta, is limited practice time; the team practices at the Edge Sports Center in Bedford for just an hour each day. However, Ciarletta has several methods to maximize the team's training.

"We have goals in mind," she said. "If we reach them, we celebrate ... we do a breakaway goal competition where the winner gets a candy bar of their choice. Also, we go ... watch college teams play."

However, the team's practices are not all fun and games. Ciarletta said that having to explain drills repeatedly frustrates her.

"I go over it and over it and over it just trying to get a point across," said Ciarletta. "I'll stop the drill completely. 'What are you doing?' I'll ask, and someone who actually got the drill will laugh under their breath."

Lucy Chin, a freshman and the team's goalie, said that Ciarletta creates a fun, yet

[CIARLETTA, page 6]

School	2012–2013 Concussions	Student Population
Arlington	24	1,250
Belmont	32*	2,079*
Burlington	28	1,029
Lexington	42	2,024
Reading	50	1,291
Wakefield	25	992

Sources: Lexington concussion numbers are from Eamonn Sheehan, other numbers are from a report compiled by the Boston Globe (http://www.boston.com/yourtown/specials/concussion_reports_2013/), Lexington student population is from the 2012-2013 LHS school profile

*for middle and high schools

Lexington ahead of the game in reporting, reducing concussions

Richard Huang
Annie Ma
Staff Writers

Concussions are among the most serious injuries faced by high school athletes. According to Eamonn Sheehan, the athletic trainer at Lexington High School, LHS reported 41 concussions in 2012-2013, with the most head injuries occurring in soccer, football and lacrosse.

Concussions are "long-term and [potentially] life-changing injuries if you don't take care of the injury ... properly," said Sheehan.

Some athletes may experience permanent cognitive difficulties after several occurrences. Multiple concussions may lead to Post-concussion syndrome, which involves chronic headaches, fatigue, dizziness or short-term memory loss. Sustaining multiple concussions within a short period of time may also lead to Second-impact syndrome, which can cause severe cognitive impairment or even death.

Concussions have been a hot topic in recent years, especially with issues with head injuries in the National Football League coming to the national stage. According to Naomi Martin, the Athletic Director at LHS, there is a great deal of ongoing research in the Boston area regarding the effects of contact sports on the brains of athletes, and local doctors have provided beneficial information to schools on how to deal with head injuries.

In June of 2010, the Massachusetts Department of Public Health passed several regulations that require middle and high schools in the Massachusetts Interscholastic Athletic Association to document each athlete's concussion history and mandate annual training on the control and prevention of concussions for coaches, trainers, school physicians, school nurses and athletic directors, as well as student-athletes and their parents.

Martin said that even before the new regulation was passed, LHS was "certainly one of the leaders in reporting concussions [over the years]."

In 2010, nearby towns such as Andover, Concord-Carlisle, Bedford and Belmont reported 55, 39, 34 and 32 concussions, respectively, among their high school athletes. In 2011-2012, LHS reported 60 concussions, and in 2012-2013, the number dipped to 41.

Sheehan said that the legislation "doesn't really change the treatment for us, [since] we were ahead of the curve in terms of how we treated concussions." The only difference in recent years, he said, was that "we worked with the school district and the superintendent along with the athletic director to formulate a district-wide concussion policy for sports and physical activities."

This new policy involves tracking students' concussions, which are filed with the school's nurses and trainers. It also requires all parents, student-athletes and coaches to take an online course on concussions before the season.

According to Martin, most LHS athletes are well educated about the dangers of concussions. The increased awareness of student-athletes and coaches ensures "that [the athletes] are kept out of competition for the required length of time," she said. This allows concussed LHS athletes to recover.

Since this legislation only applies to schools in the MIAA, Martin said she would like to see its scope broadened not only to private schools not governed by the MIAA but also to colleges and universities. "Everybody should be responsible for reporting that data," Martin said.